

End of 5th - Early 7th Grade Spanish Achievement Rubric for Knollwood Report Card

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Performance Indicators	Rubric
<p>Listening: (Interpretive Mode) Understands spoken language (sentences and questions on a wide variety of familiar topics)</p>	<p>3 Intermediate Mid</p> <ul style="list-style-type: none"> • Follows oral directions without the necessity of additional support (repetition, visuals, gestures) • Asks for clarification in order to gain a deeper understanding • Understands sentences and questions on a wide variety of familiar topics • Understands the main idea and some supporting details • Uses context to identify unfamiliar vocabulary (people, places, objects) from simple oral descriptions. • Identifies key words after listening to longer passages • Identifies main idea(s) and some supporting details after listening to simple passages • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives delivered at natural speed • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives delivered at natural speed • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short audio-only conversations and narratives [without regard to accompanying visuals] • Consistently and enthusiastically notices and comments on connections to first language (cognates, roots and prefixes). • Attends to, but does not consistently need, communication partner's use of objects, visuals and gestures to facilitate comprehension.

	<p style="text-align: center;">2 Novice High/Intermediate Low</p> <ul style="list-style-type: none"> • Follows oral directions • Asks for clarification as needed to alleviate confusion • Understands sentences and questions on familiar topics, but may need repetition/rephrasing or slowed speech • Understanding may be uneven as the topics become less familiar • Identifies familiar people, places, and/or objects based on simple oral descriptions. • Identifies key words after listening to simple passages • Identifies main idea(s) and a few supporting details after listening to simple passages • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives • Notices and comments on connections to first language (cognates, roots and prefixes). • Attends to communication partner's use of objects, visuals and gestures to facilitate comprehension.
	<p style="text-align: center;">1 Novice Mid</p> <ul style="list-style-type: none"> • Follows oral directions after referencing a peer(s) who understood • Asks for clarification only when prompted by the teacher [when teacher senses student does not understand and probes this with the student] • Understands words, phrases, simple sentences and questions that are very familiar to me, but may need repetition and/or rephrasing and/or slowed speech • Identifies familiar people, places, and/or objects based on simple oral descriptions when confined to current topic(s) of study

	<ul style="list-style-type: none"> • Identifies some key words after listening to simple passages • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives when information is presented slowly and deliberately • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives with slower than natural delivery • Notices and comments on cognate connections to first language • Evidences confusion as the communication partner uses objects, visuals and gestures to deliver the message.
	<p style="text-align: center;">E Intermediate High</p> <ul style="list-style-type: none"> • Understands sentences, questions and paragraph-length information on familiar and some unfamiliar topics • Understands the main idea and most supporting details • Understands meaning of all cognates • Derives meaning of many new words from context • Infers speaker's intent • Demonstrates some cultural awareness
<p style="text-align: center;">Speaking: (Interpersonal and Presentational Modes) Expresses oneself orally (with simple sentences, longer sentences, and strings of sentences)</p>	<p style="text-align: center;">3 Intermediate Low</p> <ul style="list-style-type: none"> • Gives elaborated contextually appropriate responses to questions on familiar topics • Is understood, with occasional difficulty, by someone unaccustomed to language learners • Occasionally disengages the listener with long pauses to search for vocabulary • Pronunciation is influenced by native language • Keeps the conversation going by responding to questions, creating some simple

	<p>questions, and asking for clarification when needed</p> <ul style="list-style-type: none"> • Creates with language, doesn't have to rely on memorized chunks to get ideas across • Uses simple sentences and can even make strings of sentences • Uses a range of vocabulary • May make errors that sometimes interfere with communication • Asks a combination of formulaic/high-frequency or self-generated questions • Names and may provide other information about tangible products from the target culture. • Responds to simple questions and volunteers elaboration <p>Confidently, with flow and appropriate intonation . . .</p> <ul style="list-style-type: none"> • Makes requests • Expresses preferences
	<p style="text-align: center;">2 Novice High</p> <ul style="list-style-type: none"> • Gives contextually appropriate responses to questions on familiar topics • Is generally understood by someone accustomed to language learners • Sometimes leaves long, unnatural pauses while retrieving vocabulary that may disengage the listener • Pronunciation is influenced by native language • Keeps the conversation going by expressing confusion and/or the need for repetition or clarification • Uses simple sentences and may attempt to add information to clarify or justify meaning • Recognizes and uses familiar vocabulary on a range of topics • Errors generally do not interfere with communication • Asks formulaic, high-frequency questions • Names tangible products from the target culture. • Responds to simple questions • Makes requests

	<ul style="list-style-type: none"> Expresses preferences
	<p style="text-align: center;">1 Novice Mid</p> <ul style="list-style-type: none"> Gives contextually appropriate responses to questions on current topic(s) under study Is understood with little difficulty by someone accustomed to language learners Often leaves long, unnatural pauses while retrieving vocabulary that may disengage the listener Pronunciation is highly influenced by native language Asks for clarification only when prompted by the teacher [when teacher senses student does not understand and probes this with the student] Keeps conversation going by using memorized chunks of language to ask for repetition or state lack of understanding Asks formulaic, high-frequency questions although may not be contextually appropriate Names tangible products, confined to the current topic under study, from the target culture. <p>After some delay (processing and/or searching for words) or with pauses between words/phrases . . .</p> <ul style="list-style-type: none"> Responds to simple questions Makes requests Expresses preferences
	<p style="text-align: center;">E Intermediate Mid</p> <ul style="list-style-type: none"> Is understood without difficulty by someone unaccustomed to language learners Creates with language (does not rely on memorized chunks) Connects simple sentences to create longer sentences Routinely uses strings of sentences

	<ul style="list-style-type: none"> • Uses a wide range of vocabulary that accomplishes the task • Makes errors but they rarely interfere with communication • Keeps the conversation going by asking and answering simple questions and clarifying meaning • May paraphrase to clarify meaning • Names and provides other information about tangible products from target culture
<p>Reading: (Interpretive Mode)</p> <p>Understands written language (extracts some details from and gets the point of short, written authentic texts on familiar topics)</p>	<p>3 Novice High</p> <ul style="list-style-type: none"> • Follows written directions without the necessity of additional support (teacher or other references) • Identifies key words and/or identifies main idea(s) after reading passages of several paragraphs • Understands what is read • Identifies main idea(s) after reading passages of several paragraphs • Sometimes successfully interprets (reads between the lines) when necessary • Uses context to identify unfamiliar vocabulary (people, places, objects) from simple written descriptions • Consistently and enthusiastically notices and comments on connections to first language (cognates, roots and prefixes)
	<p>2 Novice Mid</p> <ul style="list-style-type: none"> • Follows written directions • Recognizes key words and/or identifies main idea(s) after reading simple passages • Understands, for the most part, what is read • Attempts to interpret (read between the lines) when necessary • Identifies very familiar people, places, and/or objects based on simple written

	<p>descriptions.</p> <ul style="list-style-type: none"> • Notices and comments on connections to first language (cognates, roots and prefixes).
	<p>1 Novice Low</p> <ul style="list-style-type: none"> • Follows written directions after referencing a peer who understood • Often doesn't understand what is read • Identifies some key words after reading simple passages • Cannot usually identify the main idea or read between the lines • Identifies only some of very familiar people, places, and/or objects based on simple written descriptions when confined to the current topic(s) of study • Notices and comments on cognate connections to first language
	<p>E Intermediate Low</p> <ul style="list-style-type: none"> • Identifies the main idea of the passage • Understands most supporting details • Understands the meanings of cognates • Derives meaning of many new words from context • Infers the author's intent • Demonstrates some cultural awareness
<p>Writing: (Interpersonal and Presentational Modes) Creates written language (using simple sentences and some strings of sentences)</p>	<p>3 Intermediate Low</p> <ul style="list-style-type: none"> • Labels and provide additional information about tangible products from the target culture. • May demonstrate awareness of cultural appropriateness (use of expressions) • Writes, with some elaboration, about familiar topics • Creates with language (does not rely on memorized chunks)

	<ul style="list-style-type: none"> • Uses simple sentences and some strings of sentences • May make occasional errors • Uses a range of vocabulary that accomplishes the task • Occasionally may use the wrong word or expression • Sometimes uses phrases/images/content to maintain the attention of the audience • Writing is organized in a logical manner • Gives elaborated contextually appropriate responses to simple questions • Expresses preferences on a variety of topics and provides reasons for those preferences
	<p style="text-align: center;">2 Novice High</p> <ul style="list-style-type: none"> • Labels tangible products from the target culture • Writes about familiar topics so that the reader understands without difficulty • Is mostly correct when producing simple sentences but makes errors when attempting to be more creative with the language • Writing is rich in appropriate vocabulary • Writing is engaging and shows effort to appeal to the audience's interest • Writing has an organizational structure (beginning, middle, end) • Supports main ideas with examples • Gives contextually appropriate responses to simple questions • Expresses preferences
	<p style="text-align: center;">1 Novice Mid</p> <ul style="list-style-type: none"> • Labels tangible products, confined to the current topic under study, from the target culture. • Writes about current topic under study, rarely extending to other topics • Reader understands writing with only occasional difficulty

	<ul style="list-style-type: none"> • Use of memorized vocabulary is mostly correct • Uses vocabulary that is appropriate and adequate to express basic information • Makes some effort to write in an interesting fashion • Writing has a basic organizational structure • Gives contextually appropriate responses to questions on current topic(s) under study • Given a word bank, expresses preferences
	<p style="text-align: center;">E Intermediate Mid</p> <ul style="list-style-type: none"> • Creates with language (does not rely on memorized chunks) • Connects simple sentences to create longer sentences • Uses strings of sentences • Makes few errors • Uses a wide range of vocabulary appropriate to the topic • Consistently uses phrases/images/content to maintain the attention of the audience • Organizes writing in a logical manner • Writing exhibits an uninterrupted flow • Generally demonstrates awareness of cultural appropriateness (use of expressions)